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ABSTRACT

A newsletter provides a discussion of 20 years of work by Sweden's Research on Higher Education Program. Information is presented as follows: growth to an autonomous research council; from contracted research to a research community; themes of the studies (focusing on higher education and society, the research function, the educational function of colleges and universities, and knowledge, its development, and organization); disciplinary research in an international context (e.g. a growing number of foreign scholars taking part in the program as speakers and authors, and the successive establishment of three 6-year research posts in political science, history, and sociology respectively); and publishing. Two appendices making up 80% of the document provide: (1) a list of publications of the program's research groups for 1985-88 (on the subjects of higher education and society, the development of knowledge and its organization, the research function, and the educational function); and (2) abstracts of eight ongoing studies on such topics as: knowledge and education, 100 years of competence legitimation; career and historical moment, students in Lund after 17 and 25 years; and the tacit dimension ofprofessional knowledge. (SM)

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TWO DECADES OF SWEDISH RESEARCH ON HIGHER EDUCATION

From Chancellor's List to Autonomous Research Council

Swedish Research on Higher Education started as a program in 1971. It was sponsored by the Chancellor of the Universities, and its aim was to provide knowledge relevant to the central planning of higher education. In a number of conferences between administrators and researchers a "Chancellor's problem list" was compiled, stating briefly the tasks for researchers to choose from.

From the mid-70s, however, the Program completely changed its identity. Instead of assignments controlled by a national authority, its studies now acquired a distinct character of independent, scholarly research. Scientific criteria, not administrative and political relevance, were given priority in research decisions. And in order to guarantee the autonomy of the Program the University Chancellor appointed a special research council. Today this Council consists of leading Swedish and foreign researchers, professors from the disciplines contributing to its studies, and a few vice-chancellors as leading representatives of the higher education community. The Council selects research proposals on their scientific merits, and it is sovereign in the distribution of money.

From Contracted Research to a Research Community

Since the mid-70s the Council has gradually consolidated its autonomy in scientific decision-making. Although there has sometimes been conflicts around the program and its ambitions, most people - including those in political and administrative circles - now accept that critical basic research of high scientific quality, focusing on fundamental problems, will in the long run also benefit the more practice-oriented debate on higher education and research in Sweden.

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As a consequence of this, the principal actors in the Program are a number of established research groups, while the Council and its Secretariat stimulate their cooperation and act as partners in a dialogue. The political and administrative authorities remain in the background as interested supporters as well as critical readers of the outcome of the studies. By undertaking studies which meet the disciplinary criteria of good scholarship, the research groups contribute to theoretically innovative research on the fundamental and perennial issues of higher education and research. Thus the Program has over time become generally accepted as higher education's own self-reflection and internal research.

Themes of the Studies

The Research Program has always operated on a small scale. Thus in the course of 19 years a total of MSEK 39 has been distributed among more than 100 projects of varying size. This volume of spending must be seen in relation to the expressed purpose of the Program - namely to build up and maintain a well-qualified research community in its specific field of inquiry. In 1988-89, for example, the Program includes ten different studies and four salaried positions at a total cost of MSEK 3.5.

Four principal aspects of higher education and research are studied continuously in the Program:

- Higher education and society,
- Knowledge, its development and organization,
- The research function, and

Different Conceptions of Swedish Research on Higher Education

I am suggesting that administrative agencies that want research on problems of higher education need to pay as much attention to the research community in the problem area as they do to any given research study they want to carry out. - For it is the research community that will determine the quality of the knowledge on which future administrative decisions and policies will be based and that is more important than the results of any single study.

Professor Martin A Trow
(in an early evaluation of the Research Program), 1975

The Research on Higher Education program has been given an extremely wide area to cover. Some of its studies are so general in character that they could have been referred to the regular research councils. - - A first-hand measure ought to be to deploy its resources according to a consistent central authority perspective.

Hans Landberg (Secretary General of the Council for Planning and Coordination of Research in a report to the Government), 1981

Neave and Jenkinson express the opinion that the higher education research community in Sweden is a consolidated one. At the same time they state that there are forces and interests which could bring about its dispersal, both internal and external. In my opinion they are right. The great degree of stability in the research community is based on its relationship with government and the intellectual interest of the central administration. This is the real backbone, since research in higher education has no formal career structures within the universities.

Hans-Erik Östlund (former director of Planning, Ministry of Education), 1985

The Research on Higher Education Program has, in spite of its relative smallness, effectively contributed to making Swedish research on higher education known and respected. What I have especially observed is the autonomy and the international outlook that characterize its work. My firm conviction is that these qualities will in the long run prove to be most beneficial also for the more practice-oriented Swedish debate on higher education.

The Minister of Education (in budget proposal to Parliament), 1988

- The educational function of universities and colleges.

Initially the main emphasis was on the first and last of these problem fields but over time the research grants have come to be more equally divided between all four.

The following examples will serve to show how some of the studies have helped to deepen our understanding of higher education and research.

* Studies of educational effects were in the early 1970s concerned with various external yardsticks of efficiency and productivity. Today, fifteen years later, they are mainly concerned with the students' concept formation and the ways in which they develop attitudes and values related to the professional activities for which higher education should prepare them.

* Studies of the structure and organisation of higher education were previously concerned with external factors such as location, organisation of studies, administrative procedures, etc. Gradually, the interest has come to focus instead on the inner life of higher education, as expressed by the development of knowledge itself and by the attitudes to their work among academic staff.

* Studies of the interaction of research and planning were one of the main items of the Program about ten years ago. In this connection the researchers studied and challenged the distinct tendency of "sectorial research" ("R&D research") to attach greater importance to planning relevance than to intradisciplinary criteria. Discussions instigated by these studies contributed also to changes in the aims and steering of the Program itself, as mentioned above. Thus the findings of the Program have had a significant influence on its Council as well as on its sponsor.

Disciplinary Research in an International Context

In the mid-70s the focus of the Program progressively shifted from quantitative to qualitative studies. In the beginning, grants were given mainly to the behavioral sciences, such as psychology, education/pedagogics and, to some extent, economics and sociology. The humanities (philosophy, theory of science, history, history of ideas) have, however, become increasingly involved, resulting in considerable shifts of emphasis between the disciplines concerned in the studies.

Political science and sociology, for example, have acquired equal status with psychology and education, while historical and philosophical studies have expanded rapidly, especially in the 1980s.

Studies of Higher Education and Research, 1971-1989
Input by areas

Problem areas	Percentage of Grants 71-73	74-76	77-79	80-82	83-85	86-89	1971-79	1980-89
1 Higher education and society	40	37	28	41	27	11	35	21
2. Development of knowledge	16	23	31	29	29	31	23	30
3. Research function	1	8	29	18	21	41	13	31
4. Educational funcion	43	32	12	12	23	17	29	18

Studies of Higher Education and Research, 1971-1989
Input by disciplines

Disciplines	Percentage of Grants 71-73	74-76	77-79	80-82	83-85	86-89	1971-79	1980-89
Philosophy, theory of science, history, history of ideas	-	12	21	22	41	51	11	42
Economics, geography, economic history	4	25	4	-	5	6	11	5
Education, psychology	77	47	37	54	27	15	54	26
Political science, sociology	19	16	38	24	27	28	24	27

Written contributions to the Program's conferences

Disciplines	1971-79 Swedish	foreign	%	1980-1989 Swedish	foreign	%
Philosophy, theory of science, history, history of ideas	7	-	8	49	22	38
Economy, geography, economic history	16	1	19	6	2	4
Education, psychology	28	8	40	12	8	11
Political science, sociology	18	3	23	41	32	40
Other	8	1	10	13	-	7
Total	77	13	100	121	64	100

Another important change within the program during the 1980s has been the successive establishment - based on the usual peer review procedure - of three six-year research posts, in political science, history and sociology respectively.

These posts have given the chosen researchers an opportunity of working relatively freely over a substantial period in vital problem fields. They have also helped to strengthen the standing of the Program in the academic community in general and to augment opportunities for intensified, continuous co-operation with lively and able research groups in neighbouring fields. It is of course vital that the competence - considerable even by international standards - thus accumulated should be preserved and, eventually, reinforced.

Another example of the ongoing development of the Program can be seen in the changes which have occurred in the disciplinary origin of the invited papers at its principal conferences and seminars. Still another significant feature is the growing number of foreign scholars taking part in the Program as speakers and authors.

In this connection it is important to note that the Program is now also successfully integrated - both epistemologically and institutionally - within a distinguished international research community. This was shown e. g. at its fourth major international conference "Higher Education: Creativity, Legitimation, and Systems Transformation", which took place in June 1987.

Proceedings on that occasion spanned virtually all levels from theoretical epistemology to empirical descriptions of the internal organisation of individual research units. Two books based on the Conference are expected to be published during 1989 by leading international publishers, under the titles **The Three Missions. Universities and Societal Transformations in the Western World** and **National Policy Systems and Academics. European Experiences**. The research specialities and liaison activities of the researchers taking part in the Program have been a crucial factor in the intensified and successful development of the Program itself. The relatively long-term funding of the program is another important consideration.

Publishing. How to make oneself useful.

Initially the studies resulted mainly in working reports and other preliminary accounts in the series put out by the departments concerned, together with a large number of PhD theses and conference reports, published by the funding agency. The work of the Program has, however, tended increasingly to result in regular scientific publishing. The individual researchers are, of course, responsible for this, although the Program's Council contributes funds needed for language-checking and printing, in the same way as other research councils.

This overview bulletin provides only a very brief description of the contents of the Program. The latest publications by the research groups are listed in Appendix 1 (pp 9-43), while Appendix 2 (pp 45-51) contains short descriptions of a selection of studies now in progress. Those wanting to find out more

about the projects should get in touch with the researchers concerned or study the special newsletters obtainable from the Secretariat (see back page of this issue).

Publications by problem areas, 1985-88

Disciplines	Number of publications Area 1	Area 2	Area 3	Area 4	Total	%
Philosophy, theory of science, history, history of ideas	23	102	41	14	180	34
Economics, geography, economic history	20	4	5	-	29	5
Education, psychology	22	26	22	56	126	24
Political science, sociology	35	107	25	2	169	32
Other	16	1	7	5	29	5
Total	116	240	100	77	533	100

Form and language of publishing, 1985-88

Disciplines	Books	Journal articles	Papers, reports	Language Swedish	English
Philosophy, theory of science, history, history of ideas	18	137	25	109	71
Economics, economic history, geography	4	25	-	21	8
Education, psychology	14	77	35	58	68
Political science, sociology	25	135	9	84	85
Other	2	27	-	25	4
Total	63	401	69	297	236

Publications by departments/research groups, 1985-88

Disciplines	Göteborg	Lund	Stockholm	Uppsala	Linköping Umeå	Foreign	Total
Philosophy	-	8	5	9	-	1	23
Theory of science	41	-	-	-	-	-	41
History	1	2	-	35	4	10	52
History of ideas	45	1	16	-	2	-	64
Economics	1	2	3	-	-	3	9
Economic history	2	14	1	-	2	1	20
Education	38	8	16	15	19	6	102
Psychology	19	3	1	-	-	1	24
Sociology	10	52	5	1	1	14	83
Political science	-	-	62	1	19	4	86
Other					7		29
Total	157	90	109	61	47	40	533

The list of publications in App 1 refers only to the last four of the 19 years the Program has existed. It includes all studies by the research groups dealing with or relating to higher education and research, including some which have also been supported from other research councils or university funds. Review articles concerning the works of the Program are included in this list. Publications from 1983 and 1984 are listed in last year's overview (**Studies of Higher Education and Research**, 1988:1), while a selection of pre-1983 publications is listed in Neave-Jenkinson (1983) **Research on Higher Education in Sweden** (pp 90-102).

The focus and character of publishing activities in the past four years have also been analyzed in three tables. One shows the extent to which the various disciplines are involved in publications related to the four problem areas.

Another one shows, by disciplines, publications about higher education and research broken down into three forms of publishing. The printed essay, it will be seen, is the most common mode of publication. These essays have been published, in Sweden or abroad, in more than 80 different journals or as chapters in anthologies. Most of the journals are sufficiently established to affirm the authors' scholarly quality and active participation in the international research community.

A smaller but growing proportion of articles are printed (usually in Swedish) in popular scientific journals and daily newspapers. This secondary form of publication, through which researchers contribute critical viewpoints to the continuing debate on higher education and research policies, is another important output from the Program. The category of papers and reports includes "pre-publication drafts", i. e. papers for scientific conferences and manuscripts or reports put out as occasional papers by the various university departments. These documents usually appear in print after a certain amount of revision.

One table, finally, shows that the majority of the publications of the Program in recent years have come from a small number of research groups. Nine departments, for example, account for nearly two-thirds of the listed publications of Swedish researchers. This demonstrates the importance of durable research funding: although this is not apparent from the table, the five most productive research groups have received more than ten years' support by the Program's Council.

As noted earlier, the Research of Higher Education Program is now generally recognised to be higher education's own exploration of the foundations of its activities. Its autonomy and international outlook have received positive comment, in the 1988 Budget Bill, from the Minister of Education, who expressed his "firm conviction that these qualities will in the long run prove to be the most beneficial also for the more practice-oriented Swedish debate on higher education".

A well-informed, constructive and vigorous debate on higher education and research policy is only possible with the active involvement of teachers and researchers, as well as politicians and the interested general public. That involvement, especially where the staff of universities and colleges are concerned, must be based on a close insight into both the conditions governing and the consequences stemming from their own activities. The Research on Higher Education Program can also contribute by feeding the leading international ideas on higher education and research into the Swedish public debate.

Eskil Björklund
April, 1989

Publications of the program's research groups 1985-88

1. Higher Education and Society

Andersen, Johannes (1987) /recension av/ Gunnar Bergendal, Knowledge and Higher Education, **Bokbox**, 64-65 /a review/

Beckman Svante (1987) "Mellan apa och maskin", i: G. Bergendal (red.), op.cit.,27-32 /Between ape and machine/.

Berg, Elias (1987) "Den nya klassen - finns den?, **Forskning om utbildning**, 4, 46-49 /review of R Eyerman et al, Intellectuals, Universities, and the State in Modern Western Societies/

Bergendal, Gunnar (1985) **Bildningens villkor** (Lund, Student-litteratur) /The conditions of education and culture/.

Bergendal, Gunnar (1986) "Kunskap u p a", **Kritisk utbildnings-tidskrift** 44, 48-55 /Knowledge without personal liability/

Bergendal, Gunnar (1987) "Kunskap och datorer", i: G. Bergendal (red), op.cit.,7-11 /Knowledge and computers/

Bergendal, Gunnar (1987) "Omdömets skolning", i: G. Bergendal (red.), op.cit.,112-120/The schooling of judgement/.

Bergendal, Gunnar (red) (1987) **Information, kunskap, ansvar** (Lund, Studentlitteraur) /Information, knowledge, responsibility/

Berner, Boel (1985) **Den komplicerade kvalifikationen.** Tankar och resultat från fransk arbetslivsforskning, Sociologiska institutionen, Lunds universitet /The complicated qualification. Thoughts and results from French studies of working life/.

Berner, Boel (1986) "Sociology, Technology, and Work" in: U. Himmelstrand (ed) **The Social Reproduction of Organization and Culture** (London, Sage), 88-115.

Berner, Boel (1987) "System, kultur, komplex. Teknikens sociala sammanhang", i: U. Bergryd (red) **Den sociologiska fantasin** (Stockholm, Publ & Sjögren) 155-188 /System, culture, complex. The social relations of technology/.

Berner, Boel (1987) "Konstruktionsarbete under hundra år", i: B. Sundin (red)**I teknikens backspegel**(Stockholm, Carlssons) 262-287 /Construction work during 100 years/

Berner, Boel (1987) "Får civilingenjören ha civilkurage?", i: J Lentz, L Wadsö (red) **Inte vår sak? Om etik och moral i ingenjörskonsten** (Lund, Bokbox), 33-51 /Is moral courage encouraged among engineers?/

Berner, Boel (1988) "Ingenjörsideal", i: P Jacobson (red) **Ingenjören, vetenskapen och värderingarna** (Stockholm, KTH) /Engineers' ideals/

Berner, Boel (1988) "Arbetarens dröm att bli ingenjör", **Arkiv**, 40 /The Worker's Dream to become Engineer/

Berner, Boel (1989) "Women in the Engineering Profession. Why so Few and does it Matter?", in: S Lindqvist (ed) op cit,

Berner, Boel (1989) **Kunskapens vägar. Teknik och lärande i skola och arbetsliv** (Lund, Arkiv förlag) /The Roads to Knowledge. Technology and Learning in School and at Work/

Björnsson, Anders (1984) "Intellectuals and Power or the Power of Intellectuals?" A Conference report. **Swedish Research on Higher Education**, 1984:4.

Björnsson, Anders (1987) "Epilogue", in: Ron Eyerman et al, op. cit., 235-249.

Bornmalm-Jardelöw, Gunilla (1988) **Högre utbildning och arbets- marknad**. En studie med tillämpningar på svenska förhållanden (PhD dissertation, English summary) (Göteborgs universitet, Ekonomiska studier 27) /Higher education and labour market/

Castro, F W (1986) "Kunskap och makt",**Sociologisk forskning**, 23, 1 /review of Bengt Gesser, Education - Equality - Division of labour/

Christensen, Anna (1987) "Normalitet och nytta", i: G. Bergendal (red), op.cit., 63-70 /Normality and usefulness/.

Dahlgren, Lars Owe (1989) Towards a Grammar of Academic Thought. Manuscript. Institute of Education, Linköping university.

Dahlgren, Lars Owe (1988) Enduring and Short Term Effects of Higher Education. Paper presented at the 24th International Congress of Psychology, Sydney.

Dahlgren, Lars Owe & Pramling, Ingrid (1985) "Conceptions of knowledge, professionalism and contemporary problems in some academic subcultures", **Studies in Higher Education**, 10,2.

Dahlström, Edmund (1987) "Popular Beliefs and the Intellectual Power of Dominant Ideas. A Conceptual Analysis", in: Ron Eyerman et al op. cit., 95-109.

Disco, Cornelis (1987) "Intellectuals in advanced capitalism. Capital, closure and the new class thesis", in: Ron Eyerman et al op. cit., 98-111.

Eide, Kjell (1987) "Utbildning och informationsteknologi", i: G. Bergendal (red), op.cit., 98-111 /Education and information technology/.

Eyerman, Ron (1985) "Rationalizing Intellectuals. Sweden in the 1930s and 1940s", **Theory and Society**, 14, 777-807.

Eyerman, Ron (1989) "Where Do Intellectuals Come From?", **Acta Sociologica**, 32.

Eyerman, Ron, Svensson, Lennart G, Söderqvist, Thomas (eds) (1987) **Intellectuals, Universities, and the State in Modern Western Societies** (Berkeley, University of California Press).

Eyerman, Ron et al (1987) "Intellectuals, Universities and the State", **Studies of Higher Education and Research**, 1987:3.

Farm, Ante (1988) "Alderschocken", **Forskning om utbildning**, 15, 4, 39-40 /a review of P Ohlsson et al, The Demographic Chock/

Franke-Wikberg, Sigbrit (1988) "Om krisen inom den amerikanska högre utbildningen", **Forskning om utbildning**, 15, 2, 37-40 /On the crisis in American higher education/

Franke-Wikberg, Sigbrit & Hult, Agneta (1985) Långsiktiga effekter av högre utbildning - De "rätta" föreställningarna som förberedelse för yrkesliv. Manus. Pedagogiska institutionen, Umeå universitet
/Long term effects of higher education. The "right" conceptions as a preparation for the profession/

Franke-Wikberg, Sigbrit & Hult, Agneta (1985) Professionalization and education - The proper notions as a preparation for work. Paper presented at AERA Annual Meeting, Chicago, March, 1985-03-31--April 04-04.

Fridjonsdottir, Katrin (1987) "The modern intellectual: In power or disarmed?" in: Ron Eyerman et al op. cit., 110-126.

Furåker, Bengt (1987) "The future of the intelligentsia under capitalism", in: Ron Eyerman et al op. cit., 78-94.

Fägerlind, Ingemar (1989) Utbildningsreformernas jämlikhetsskapande effekt. Manus. Institutionen för internationell pedagogik, Stockholms universitet /The equalizing effect of educational reforms/.

Gesser, Bengt (1985) "Aspects of Education and Division of Labour", **Swedish Research on Higher Education**, 1985:5.

Gesser, Bengt (1985) **Utbildning - Jämlikhet - Arbetsdelning** (Lund, Arkiv) /Education - Equality - Division of labour/

Gesser, Bengt (1986) "Career and the historical moment. Students in Lund after 17 and 25 years",**Swedish Research on Higher Education**, 1986:2.

Gesser, Bengt (1987) "Arbetsdelning, klass och revolt", i: Ulla Bergryd (red) **Den sociologiska fantasin** (Stockholm , Raben & Sjögren), 99-154 /Division of labour, class and revolt/.

Gesser, Bengt (1987) "En sociologisk visionär. Anteckningar kring Pierre Bourdieu", **Res Publica**, 9, 273-285 /A sociological visionary. Notes on P Bourdieu/.

Gesser, Bengt (1987) "From Robinsonade to Marionette - Sociology of Education in Sweden", in: U. Himmelstrand (ed) **The Multiparadigmatic Trend in Sociology** (Stockholm, Almqvist & Wiksell International), 173-197.

Gesser, Bengt (1988) "Makt och sociologi", **Sociologisk Forskning**, 25, 1 /Power and sociology/

Gustafsson, Siv (1986) "Högre utbildning och demografisk förändring - kommentar till en studie av Rolf Ohlsson",**Ekonomisk debatt**, 6, 495-498 /Higher education and demographic change - comments on a study by Rolf Ohlsson/.

Göranzon, Bo (1987) "Datoranvändningens praxis", i: G. Bergendal (red), op.cit., 33-44 /The practice of computer use/.

Hofsten, Erland (1988) "Alderschocken?", **Ekonomisk debatt**, 8 /review of R Ohlsson et al, The demografic shock/

Hult, Agneta (1989) Vad är att göra? En undersökning av föreställningar om yrkesfunktion hos olika högskolestuderande Manus. Pedagogiska institutionen, Umeå universitet /What is to do? A study of university students' conceptions of professional functions/.

Husén, Torsten (1987) **Higher Education and Social stratification: an international comparative study** (Paris, Unesco International Institute for Educational Planning).

Husén, Torsten (1987) "Young Adults in Modern Society: changing status and values", **Oxford Review of Education**, 13, 2, 165-176.

Härnqvist, Kjell (1988) "General Education, vocational education and further education", **Higher Education in Europe**, 13, 1-2.

Härnqvist, Kjell (1988) Background, education and work as predictors of adult skills. Paper read at the AERA Annual Meeting, New Orleans.

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Häyrynen, Yrjö-Paavo (1987) "The life contents and social types of Finnish intellectuals - on the basis of a longitudinal study of students of the 1960.s", in: Ron Eyerman et al, op. cit., 211-234.

Ingelstam, Lars (1987) "Makten över kunskapen, makten över informationen", i: G. Bergendal (red), op.cit., 12-26. /The power of knowledge, the power of information/.

Josefson, Ingela (1987) "Människobild och kunskapssyn i sjukvården", i: G. Bergendal (red), op.cit., 54-62. /Conceptions of man and of knowledge in health care/.

Kerr, Donna H (1985) /review of/ Gunnar Bergendal, Knowledge and Higher Education, **Journal of Higher Education**, 56, 5, 580-581.

Kruse, Agneta (1987) /recension av/ Rolf Ohlsson, Högre utbildning och demografisk förändring, **Statsvetenskaplig tidskrift**, 1, 93-95 /a review/.

Levy, Carl (1987) "Socialism and the educated middle classes in Europe 1870-1914", in: Ron Eyerman et al, op. cit., 154-191.

Lindensjö, Bo (1985) "Neokorporatismen - tolkningar, problem", **Svenska Dagbladet**, 25 april /Neocorporatism - interpretations, problems/

Lindensjö, Bo (1985) "Galbraith och maktens anatomi",**Svenska Dagbladet**, 4 september/Galbraith and the anatomy of power/.

Lindensjö, Bo (1985) "Den politiska styrningens problem - glimtar av en diskussion (opublicerat manus) /The problems of political steering - glimpes from a discussion. Unpublished manuscript./

Lindensjö, Bo (1986) "Olika sorters arbetslöshet",**Svenska Dagbladet**, 20 april /Different kinds of unemployment/.

Lindensjö, Bo (1986) "Makten över den goda smaken",**Svenska Dagbladet**, 7 maj /Power over good taste/.

Lindensjö, Bo (1986) "Välfärdsstaten och framtiden", **Nittonhundraåttionio**, 2 /The welfare state and the future/.

Lindensjö, Bo (1986) "Utbildning, klass och makt",**Forskning om utbildning** 2, 41-44/ review of B. Gesser, Education, Equality, Division of labour/.

Lindensjö, Bo & Lundgren, Ulf P. (1986) "Att skilja det goda från det dåliga", i: Ingar Palmlund (red) **Utvärdering av offentlig verksam- het** (Stockholm, Liber) /To separate good from bad/

Lindqvist, Svante (ed) (1989) **Engineering Education and Research** (Stockholm, Royal Institute of Technology)

Lindqvist, Svante (1989) "The Humanities in the Engineering Curriculum", in: S Lindqvist (ed), op cit

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EXAMPLES OF ON-GOING STUDIES

KNOWLEDGE AND EDUCATION. A HUNDRED YEARS OF COMPETENCE LEGITIMATION

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Project period: 1984-90

Abstract. The purpose of this study is to investigate the relationship between actual acquired capacity for solving certain problems and an acknowledged, possibly legalised competence for solving such problems. The initial hypothesis is that no fixed relation exists between knowledge and education in this sense. The intention is for the project to test the theory that the education system bears a definite relation to the economic structure of society, in such a way that knowledge rather than formal competence can come to the fore once the structure of the education system has been adjusted to the change.

The plan is to investigate the relationship between knowledge and education in two main surveys. One of these is intended as a comparative study on a European basis and will involve a comparison of career conditions and degrees for engineering training in Sweden, France and Germany between 1880 and 1980. The engineers to be investigated come from three educational institutions of comparable but still slightly different design, viz. the Royal Institute of Technology (Stockholm), Ecole centrale des arts et manufactures (Paris), and Technische Hochschule/Technische Universität (Berlin). In general terms, all three of these establishments have a high standard of education during the period under review. The main variables, therefore, are the individual study performance and economic structure, and the intention is to investigate whether the engineers' careers (measured in a few categories) have been decided by the individual level of knowledge (measured in marks) or the general educational level, and whether these conditions changed with the passing of time in step with the transformation of economic structure.

In a second investigation, an intensive study will be made of working processes and educational conditions at a variety of workplaces and within a couple of different occupational groups, so as to be able to study processes of professionalisation and associated monopolisation tendencies regarding formal competence. This investigation is also expected to employ a historical perspective on changes of economic structure.

CAREER AND THE HISTORICAL MOMENT. STUDENTS IN LUND AFTER 17 AND 25 YEARS

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Project period: 1985-89

Abstract. A follow-up study of newly matriculated students was done in the Autumn terms of 1960 and 1968, respectively, at the Philosophical Faculty of the University of Lund. The present investigation follows these student groups from the 60s up till today, analyzing career choices and occupations by the autumn of 1985. Generally, our aim is to illuminate, through the investigation, the relations between historical situation and individual careers.

Education at a philosophical faculty often constitutes a reproductive mechanism for employment within what could be called the public sector's "elite positions". Those who actually end up in such positions after their university education, however, have rarely been an object of sociological analysis. There exist a few Swedish studies which have touched upon the problem, for instance those carried out by Torsten Husén and Ingemar Fägerlind, but these don't specifically study recruitment in the public sector.

We intend to investigate this issue by concentrating our interest on two groups: those who have remained at university as researchers or teachers and those who have attained higher appointments within local as well as central administrations.

With this new investigation we hope to be able to throw light on the relation between the historical situation and the individual careers of the students who started their studies at the Philosophical Faculty (includes Liberal Arts and Social and Natural Sciences) in Lund in the Autumn of 1960 and 1968, respectively.

LIBERTY, DUTY AND SCIENCE. STUDENT ORGANIZATIONS 1945-1970

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Project leader: Professor Nils Runeby

Project period: 1984-89

Abstract. This study focuses on Liberal and Social Democratic student organizations from the 1930's to 1970. The initial assumption is that an important part of the debate conducted within the higher education system occurs in the student associations and that these associations are an important intermediary between universities and "society" (political organisations, "general" cultural debate). The period indicated includes both profound changes in the educational system and a change of climate in public debate. The organizations with which the enquiry is mainly concerned appear to have been relatively close to one another in certain respects and also to have been plunged into such a crisis by developments that they were both dissolved: this makes it particularly interesting to view them in a common perspective. The Social Democratic Party (and government) and its conception of science and of a good university will be discussed in relation to the policy of the Social Democratic Student Organization. The international ideological and political climate constitutes a self-evident frame of reference.

GENERAL EDUCATION; CULTURE, AND SPECIALIZATION

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Project leader: Professor Sven-Eric Liedman. Project period: 1987-90

Abstract. In Sweden during the last few years, the words "bildning" and "allmänbildning" have come into frequent use again. These words cannot be properly translated into English. Like their German counterparts "Bildung" and "allgemeine Bildung", they have their affinities with "free" or "general" education, although not implying the total, mental and physical care of a student as these words do. Besides, "bildning" and "allmänbildning" are not exclusively bound to the educational situation but have also a more general cultural meaning, and hence it may be most appropriate to translate both words into English as "general education" **and** "culture".

In our research project, we intend to concentrate upon the contradiction - or rather the tension - between **general education** and **professional training**, or in other words between **integration** and **specialization**, in the field of higher education. As historians, we will find most of our research material in the past, but our historical research is highly problem oriented. As the potential field of our study seems to be almost boundless, we must concentrate upon a few, still vast but tractable topics, namely **natural science** and **general education** and, secondly, **labour movement** and **general education.**

THE ECOLOGY AND MERIT-VALUE OF POST-GRADUATE STUDIES

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Project leader: Professor Urban Dahllöf

Project period: 1985-89

Abstract. This project has a double background. (1) The development of the Swedish research organization at the faculty level has earlier been studied in a long-term perspective with regard to the number of permanent posts as professor etc.
In comparison with the other Nordic countries and with some other western states of equivalent size and orientation, Sweden has a low number of professorships in relation to the population size. On the other hand, a very high proportion of the chairs belong to the natural and technical sciences including medicine and related fields. Only 23 per cent of the professors belong to the cultural sciences, i.e. the humanities, social sciences, law and theology. (2) Within these faculties there are indications of great variations in the number of doctors (mainly Ph.Ds) examined, both at a national level between different 10-year periods and at a local level between different universities and departments.

The project aims at explaining differences of the two types mentioned above. Thus the analysis will mainly take place at the middle level, below the national policy and above the micro-level of the different departments.

Some pilot studies have indicated that the national variations in the output of Ph.D.s during the period 1890-1950 to a great extent seem to be dependent on societal factors external to the universities, while differences between faculties and departments seem to co-vary with specific situational "frame-factors" as well as with characteristics of the graduate students and the professors involved.

Among the external conditions is the high merit-value of the Ph.D. in the specific Swedish rule-system, regulating the competence of the head teachers at senior secondary schools and teacher training colleges, who for a very long period were required to hold a Ph.D. An observation which supports this is the very high number of degrees in research fields corresponding to secondary school curricula and the very low number of Ph.D.s from university fields without such a specific "professional market", e.g. the social sciences.

The main purpose of the project, consequently, is to clarify to what extent educational-ecological factors of the type indicated above provide an explanation of the variations in the numbers of degrees. In the first place the study will concentrate on the humanities and the social sciences. Some comparisons will also be made, primarily with Denmark, Finland and Norway, who have partly followed a different system of rules for head-teacher competence.

KNOWLEDGE AND VISION. CONTEMPORARY IDEAS ON THE HUMANITIES IN RESEARCH AND POLITICS

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Project leader: Professor Aant Elzinga

Project period: 1985-89

Abstract. This project will investigate the position of research in the humanities in Sweden. The project's major questions have their background in: a) the rapid pace of change in the natural and technical sciences and their widespread impact on society; b) recent reorientations in national science policy that focus more sharply on fundamental research and link it to areas of strategic significance; and c) internal discussions within the humanities themselves. In the light of the foregoing, and taking its point of departure in a preliminary model of the relationships between science and society, the project will articulate various different actors' concepts of the humanities and their role in society. The empirical frame of reference includes existing knowledge traditions and institutions in the areas of music and literature (or - in Swedish - musikvetenskap and litteraturvetenskap), vocational lines of higher education in these fields, and relevant granting agencies and policy advisory bodies like the National Board of Universities and Colleges, the Humanities and Social Sciences Research Council and The National Cultural Advisory Commission (Kulturrådet). In addition to this the cultural concepts of a number of individual researchers will be articulated.

The empirical part of the project is based upon interviews, literature studies and documentation of established policy, as well as colloquia of an interdisciplinary type, involving students, researchers and practitioners.

The theoretical part of the project is designed to capture general as well as specific problems and themes in and about the humanities. Apart from seeking to elucidate the situation and various conditioning factors pertaining to research and higher education, our ambition is also to contribute to a policy for humanistic sciences. A rationale for this lies in the rapid and widespread expansion of the natural and technical sciences, which in our day has triggered a response whereby scholars, critics and creative artists in the humanities are challenged to give their interpretations of the contemporary "human condition" of our high-tech societies.

The theoretical analysis will be developed to underpin policy considerations; in this account will be taken of thematic discussions in the international field of "research on research" and the theory of science genre associated with the humanities or humanistic traditions of learning. We also seek to contribute to these discussions.

THE TACIT DIMENSION OF PROFESSIONAL KNOWLEDGE

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Project leader: Associate Professor Bertil Rolf.

Project period: 1987-91

Abstract. The aim of this study is to investigate a "tacit" dimension of knowledge including the practitioners' **capacities for applying knowledge in practice, taking a personal stance, having a sense of history and having the capicity to deal with personal and moral problems.** This kind of knowledge is assumed to be unnoticed in the design of courses, in teaching and examination and in recruiting and promotion.

Tacit knowledge is of particular interest in new professions such as technology, economy, computer science and for various experts and administrators. In the public debate and in the internal debate in higher education, it has been alleged that the education of these groups overemphasizes text books, theory and technology at the expense of developing less conspicuous capacities which would permit professionals to deal more creatively with badly structured problems involving human beings in real situations.

The project will systematize the components of tacit knowledge with the aid of conceptual analysis, epistemology and the demands from society and public debate, from employers, and from students, teachers, researchers and administrators in higher education. The project surveys the capability of higher education to improve the development of tacit knowledge.

The project uses mainly soft data methods: surveys of literature, analyses of concepts and arguments and analysis of secondary material.

ACTING WITH GOOD REASON. KNOWLEDGE AND IGNORANCE IN HUMAN ACTION

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Project leader: Associate Professor Bengt Molander.

Project period: 1988-91

Abstract. The aim of this study is to carry out an epistemological analysis of "knowledge in action", that is, knowledge that is primarily manifested and expressed by what somebody can **do** and **accomplish.**

An epistemological model - distinguishing several forms of knowledge - that has shown itself to be fruitful in a study of the use of statistics, will be further developed and explored.This involves, on the one hand, theoretical philosophical work,and on the other, the application and testing of the model on examples from research and education. The examples will be taken from statistics, architecture, working life research, and the information sciences.

The project will put special emphasis on forms of knowledge which **direct** human action without being justifiable in terms of prediction and control. These

comprise, for exemple, the giving of reasons for actions and the justification of goals. An analysis of formation of knowledge in **dialogue** is a key topic in the project.

The project is philosophically important because "knowledge in action" is a neglected topic of **epistemological** studies. The project is also of high relevance to education at universities and colleges because "knowledge in action" is the most important kind of knowledge acquired - or at least, required - in many disciplines; for example, in certain fields of architecture. However, "knowledge in action" has not generally ranked equally with "theoretical knowledge" as expressed by words and formulas. The study will throw light on this "battle between forms and knowledge", which is highly relevant for education at all levels.

The question as to how "collected and processed information" can be transformed - with or without "theories" - into wise or reasonable action (be "applied" or implemented" with knowledge and insight) is important in all disciplines. How one answers it will help to decide **what** knowledge is built up and transferred at universities and colleges, and **how**. The project should further our understanding of the relation between information and action by analysing examples from, as mentioned, statistics, architecture, working life research, and the information sciences.

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